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ABSTRACT

Activities and resources developed for Indiana middle school teachers to use for instruction about Native Americans are included in this thematic instruction kit. The resource includes a film review, ideas for field trips, vocabulary words, and geographical information. Each activity lists materials, and directions, and identifies an arts proficiency indicator. (DB)

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THEMATIC INSTRUCTION
NATIVE AMERICANS
MIDDLE SCHOOL EMPHASIS

2

Office of School Assistance
Indiana Dept. of Education

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INTRODUCTORY MOTIVATORS

Outdoor Theater Production:

"Tecumseh" in Chilicothe, Ohio. (Would need to check for closing dates.) Study guides need to proceed performance and discussion would need to follow. This activity would be better for small groups, of course.

"Trail of Tears" - Eby's in Elkhart, Indiana.

"Feast of the Hunter's Moon" - Lafayette, Indiana.

Battle Ground, Indiana.

Opening Convocation:

(To create immediate interest)
Suggestions:

- Chief of Cherokees - from Anderson caretaker of Boy Scout Camp
- Ray White - Chief of Miamis
- Dan Cochran - Department of Anthropology, Ball State University
- Wap Sing (John Morrison) - Medicine Man of Miamis
- Dr. Paul Kissinger - DePauw University - legends of the constellations

Displays: Students/staff bring in any Indian artifacts they may have—pottery, rugs, arrowheads, baskets, dolls, jewelry, etc. All artifacts will be tagged and kept in a safe place, perhaps a showcase.

Bulletin Boards: Posters, portraits or paintings, art work, designs done by students in art class, etc.

Celebration: Field trip* to:

- Eiteljorg Museum of American Indian and Western Art - Indianapolis
- Minnestrita Cultural Center - Muncie
- Mounds State Park - Anderson
- Angel Mounds State Historical Site - Evansville
- Sonotabac Prehistoric Indian Mound and Museum - Vincennes
- Cahokie Museum - St. Louis, Missouri
- Dixon Mounds - Chicago, Illinois
- Museum of Natural History - Chicago, Illinois

*Request docent for field trips.

Activity: Show film *Catlin and the Indians*. Order from: National Gallery of Art.*

Examine the historical context in the film.

Identify the various functions of the works of art seen in the film.

Identify ways visual images manipulate or influence public behavior or thought.

Recognize that knowledge of historical background of a work of art can increase understanding of and appreciation for the work.

Materials: Movie, *Catlin and the Indians*, a film projector, a screen, and discussion sheets.

Directions: Distribute discussion sheets to students.

Discuss questions on sheet.

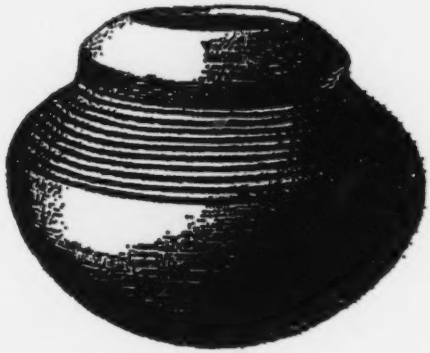
Watch the film.

Discuss the film and answer questions on the sheet.

*Film available free of charge from:

1. National Gallery of Art
   Department of Extension Programs
   6th and Constitution Avenue, N.W.
   Washington, D.C. 20565

2. University of Illinois Film Center
   1325 South Oak Street
   Champaign, Illinois 61820



REVIEW OF FILM—CATLIN AND THE INDIANS
National Gallery of the Arts

His early life was in Pennsylvania.

His mother was captured by Indians when George Catlin was very young.

He studied law; passed the bar exam.

He drew sketches of his clients while he was a judge.

He doodled on the table tops.

He didn't like working as an attorney and judge.

He went to Philadelphia and started painting.

He was an artist and historian; visiting more Indians than any other.

In 1832 he traveled up the Missouri River by steamboat to North Dakota; it took six weeks . . . to the Yellowstone River.

He found Sioux Indians (or Dakotas) there. They were warriors (most war like) 600 tee pees - 40—50,000 - some with guns and some with bows and arrows.

He traveled with hunting parties - buffalo.

He predicted the buffalo would become extinct.

While at the mouth of the Yellowstone River he found the Crow, Blackfoot, Plains; he was there about four weeks.

Returned to St. Louis, Mo.

Sometimes he painted six paintings in a day.

Mandans (torture practice) were killed by smallpox epidemic while Catlin was returning to St. Louis.

In 1834 at Fort Gibson (Northeast Oklahoma) a third of them became ill and died.

Catlin also became ill; went on to Comanche - came back to Illinois with his wife to recuperate.

He financed his trips by exhibiting his paintings here and in Europe.

He was forced to sell his paintings.

He was invited to come to Washington, D.C., and exhibit his paintings and to live in the tower of the Smithsonian.

Name _____ Period _____

DISCUSSION SHEET
Film - Catlin and the Indians
National Gallery of the Arts

1. What was Catlin doing with his life before he became a painter?
2. Where was he living when he began to paint?
3. Who did he make sketches of while he was a judge?
4. What do table tops have to do with Catlin?
5. What happened to his mother in his early life?
6. How many paintings a day did he sometimes paint?

7. Who did he travel with?

8. What was the subject of most of his paintings?

9. How did he finance his trips?

10. In desperation, what did he do with his paintings?

11. Where did he live his last years?

12. What became of his paintings?

13. Why do you think he was a successful painter?

14. Give two reasons why you like or dislike his paintings?

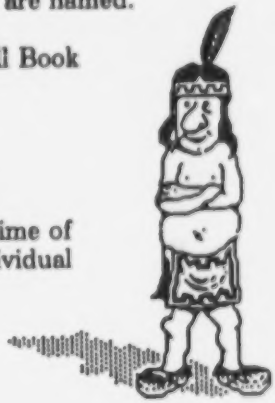
15. Compare his paintings to another artist you are familiar with.

Activity: Indian names.

History Proficiency Indicator: Identify and examine the contributions of Native American societies and cultures throughout the development of the United States.

Materials: Students, parents, and information on how Indians are named.

Filmstrip *Before the White Man Came,* McGraw Hill Book Company.



Directions: Explain to students that Indians are often named according to an event that occured at or near the time of their birth. (Names can be changed later if the individual engages in an act of exceptional bravery, etc.)

Watch filmstrip.

Have students discuss with parents the circumstances of their birth and the time immediately preceding and following it to determine

if some event might make a meaningful name. Names might also be based on student behavior at the time of birth or early infancy.

Have student create an Indian-like name. For example, a child born during a blizzard might be named "March Blizzard."

Students can make some kind of design to be used on a name tag.

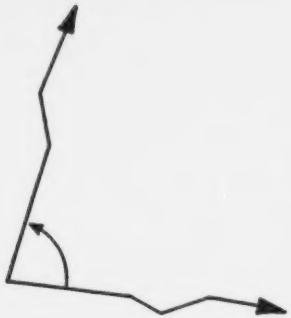
Students assume Indian identity for duration of unit study.

Activity: After the Catlin movie is shown, use facts from the movie, such as: Catlin painted six paintings a day or distances and times of the route up the Missouri River to North Dakota . . . to Yellowstone River to write story problems.

Mathematics Proficiency Indicator: Communicate mathematical ideas in oral and written form.

Materials: Movie *Catlin and the Indians,* paper, and pencils.

Directions: Use facts from film to write story problems.



Activity: Indian place names in the state of Indiana.

History Proficiency Indicator: Interpret and apply information from maps and globes.

Materials: Places in Indiana with Indian names, such as the book *Indiana Place Names.*

Ditto of Indiana maps—blank with the exception of county outlines.

Indiana road maps available at the Indiana Department of Commerce, Tourism Development Division, One North Capitol, Suite 700, Indianapolis, Indiana 46204, (317) 232-8870 or 1-800-289-ONIN.

Directions: Supply students with a list of places in Indiana with Indian names, blank maps with county outlines, and an Indiana road map.

Using the Indiana road map, have students enter names on the blank Indiana maps provided, and have students label them legibly.

PLACE NAMES

Indiana

- First used for a tract of land in Pennsylvania ceded by Indians in 1768

Counties

- Miami—for Miami Indians
- Delaware—for Delaware Indians

Settlements

- Anderson—for William Anderson, a Delaware chief
- Anoka—Sioux adverb meaning "on both sides"
- Cayuga—corruption of Iroquois Gwa-u-geh
- Coese—corruption of Potawatomie nickname for Miami chief Ku-wa-zi - "Old Man"
- Deer Creek—for Miami meaning "the place on the fawn"

- Greentown—for Miami Chief Green
- Kewanna—for Potawatomie Chief Ki-wa-na meaning "Prairie Chicken"
- Logansport—for Captain Logain, a Shawnee also known as "High Horn" who fought and died in the United States Army in 1812
- Modoc—for Modoc Indians; Shasteeca word meaning "enemy"
- Mongo—from Potawatomie meaning "Big Squaw"
- Muncie—for the Delaware Indians of the Muncie/Minsi clan
- Osceola—for the Seminole chief
- Toto—an Indian word for bullfrog
- Wyandotte—named for an Indian tribe and means "people of one speech"

Lakes

- Lake Lenape—for the Lenni Lenape Indians and means "true men"
- Muskelonge Lake—Ojibwa for "the great pike"
- Shipshewana Lake—from Potawatomie meaning "Vision of a Lion"

- Wawasee Lake—named for Potawatomie chief meaning "full one" or the "round one"
- Winona Lake—Sioux name for the first born female child
- Lake Michigan—from Ojibwa mi-shi (meaning great) and Sa-gie-gan (meaning lake)

Rivers

- Kankakee River — corruption of Potawatomie meaning "low land" or "swampy country"
- Tippecanoe River—from Potawatomie and Miami
- Wabash River—from Miami
- Iroqouis River—after the Iroqouis Indians
- Patoka River—Miami for Comanche who were held prisoners there
- Grand Calumet River—corruption of Algonquin for "a long body of deep, still water"

Taken from:

Indiana Place Names by Ronald L. Baker and Marvin Carmony, Bloomington, Indiana, University Press, 1975.

LENNI-LANAPE, THE REAL OR ORIGINAL PEOPLE
(also known as the Delaware Indians)

Location

- Inhabited Delaware River valley (New Jersey, New York) first contact with whites in this region
- Munsi/Munsee/Minsi—northern Lenni-Lenape (lower New York) made annual summer trips to the sea to gather shellfish
- Unami—central Lenni-Lenape (New Jersey) also made trips to the ocean
- Unalachtigo—southern New Jersey

Economy

- Farming—men cleared fields, women cultivated with stone hoes: maize, squash, pumpkins, beans
- Hunting—bear, deer, fox, opossum, skunk, raccoon, squirrel, geese, turkey, pigeons, partridges
- Gathering—berries, fruits, herbs, nuts, roots
- Fishing

Religion

- Pantheon of gods
- Manito—supreme god
- Individual guiding spirits for prayer, depicted in human form at puberty or as animals or birds (e.g., Achto the deer and Ploeu the turkey)

European Contact

- 1618—Dutch exchanged metal, tools, knives, beads, liquor, and cloth for fur
- 1660's—permanent English settlements crush Lenni-Lenape and Indians move west beginning approximately in 1690
- 1700—Lenni-Lenape continue moving from one river valley to the next; succumbed to liquor and white diseases
- 1758—Lenni-Lenape establish first Indian reservation in the United states; 3,000 acres of Burlington County, New Jersey; lasted until 1802 when all left for Stockbridge, New York

Westward Movement

- Moved through Pennsylvania, Ohio, and Indiana

- Became great warriors due to contact with numerous enemies
- 1789—settled in Missouri, then moved to Arkansas
- 1820—settled in Texas
- 1867—removed to Indiana Territory in Oklahoma which they shared with the Cherokee
- 1980's—still found in Oklahoma and north of Lake Erie in Canada

Value Conflicts

Nature—to Indians nature could not be private property; nature and Indians were one; land belonged to the one who used it . . . if not using it, others could. White view of private property was incomprehensible to Indians.

Sharing—to Indians sharing was basic. Crops and proceeds of the hunt were shared with others in expectation of reciprocity. Gift giving was common and important. Europeans did not share in the same ways.

Justice—took the form of retribution by victims and their families. Custom determined the punishment. Punishment must

be soon after the crime. White settlers' courts were too slow and allowed different punishments for whites and Indians. (Indians were put in prison for debt but could not collect debts from whites.)

Personal Honor—a person's word was sacred to Indians, but whites made promises/treaties that were broken continually.

Sources:

Great Indian Tribes by Jacobson

American Indian Tribes by Marion E. Gridley

Indians of the Eastern Woodlands by Salley Sheppard

Activity: Identify and learn meanings of Indian motifs and visual symbols and characteristics of them.

Fine Arts Proficiency Indicator: Interpret ideas and content communicated in the work. Describe and identify art elements in the work (color, line, texture, shape, and form).

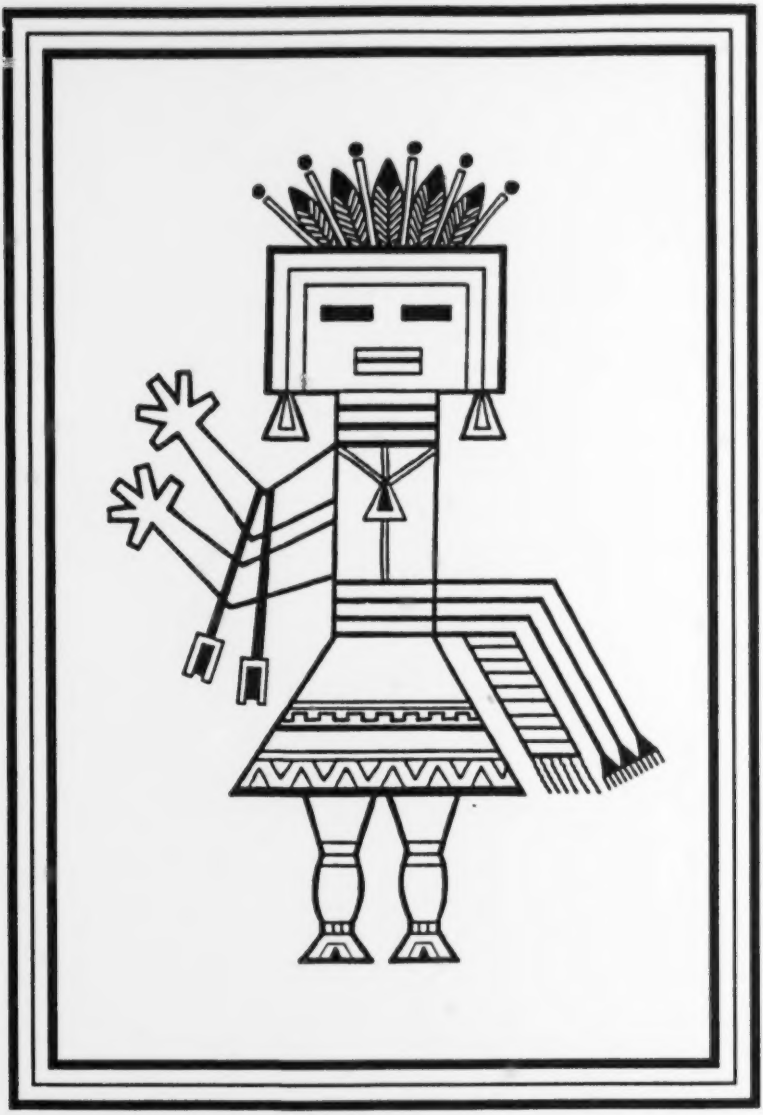
Describe and identify the principles of art in the works; balance, space, rhythm, movement, etc.

Identify the media and technique used in the various works.

Identify motifs in relation to cultures.

Materials: Visual examples of motifs and symbols:

- Slides
- Illustrations—posters, books, etc.
- Artifacts—weavings, clay pots, jewelry, beading, etc.
- Ask faculty for materials



Directions: Observe closely the nature of the motif or symbol; identify their characteristics (color, shapes, etc.).

Describe how the principles of art have been used in the artifacts; verbally or written.

Describe how the art elements have been used in the artifacts.

Describe what media was used in the artifacts.

Design a piece of wearing apparel for current times using an Indian motif.

Create a decorative item using an Indian motif, i.e., wall hanging, vase, or sculpture.

Resources:

Authentic Indian Design by Maria Naylor, Dover Publications, Incorporation, New York: 1975.

Bernie Young,* Pharmacist
Rite Aid Drugs
Yorktown, Indiana 47396

*Bernie Young does Indian beadwork, needlework, and sand-painting designs.

UNIT VOCABULARY

List of *spelling* words from reading stories:

moccasins
original
courageous
council
attack
wounds
mythology
abandon
especially
arrows
clothes
conquer
circular
hospitality
conscious
frontier
hatchet
grimace
cavalry

appearance
bravery
pottery
nomadic
sacrifice
religion
medicine
customs
ritual
cloths
soldiers
skewers
plough
crevasse
savage
guard
squaw
reluctant

plough/plow
ceremony(ies)
braid
buffalo
society
lightning
supernatural
temporary
prisoner
reservations
warrior
victim
tradition
sandals
captured
bullet
mutilate
massacre

enemies
language
spirit
permanent
jewelry
trail
dwelling
ambush
survival
participate
tongue
surround
restaurant
humiliating
scalped
escape
coup
rifle

List of *vocabulary* words taken from stories and novel:

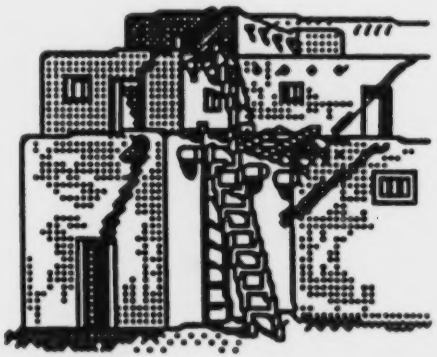
coup	provocative	rimace	susceptible
yucca	antagonize	lichen	aggravate
hogan	solitude	wickiup	pungent
tepee, tipi	ominous	kiva	barbarous
wigwam	loathing	pueblo	abhor
reluctantly	sinister	presumptuous	odious
pestilence	debased	revulsion	encumbrance
gibberish	aversion	vermin	travois
tainted	quest	plague	succulent
stealthy	turquoise	cooperage	butte

Activity: Vocabulary Game: Ka-Boom.

Language Arts Proficiency Indicator: Solve puzzles and play word games.

Materials: One pringle can, red construction paper, white pipe cleaner, and index cards or tagboard with vocabulary words listed on either.

Directions: Take the pringle can and wrap the red construction paper around it, seal with rubber cement. After cutting a slit in the plastic lid, push a white pipe cleaner through the slit, so it looks like a fuse.



Playing the Game: Divide the students into two groups. Write terms on cards you want students to know. Each team takes turns reaching into the can pulling out a card and saying the word on the card. One point is given

to the team if the student can give the meaning of the word. If the Ka-Boom card is pulled, then all points are erased for that team. Play continues until each student on both teams has played.

Activity:	Read novel with historical setting, *The Light in the Forest.*
Language Arts Proficiency Indicators:	Interact with a variety of printed materials, e.g., stories, plays, essays, newspapers, and textbooks.
	Participate actively in discussion about literature.
Materials:	Novel, *The Light in the Forest.*
	Maps of Ohio, Pennsylvania, New Jersey (encyclopedia maps are a fine source).
	Blank maps of novel site.
Directions:	Discuss in class the historical context of the story.
	For *The Light in the Forest,* discuss the history of the Lenni Lenape (Delaware) Indians, as well as beginnings of English colonization in the Lenni Lenape homeland. See *Great Indian Tribes* by Jacobson and *American Indian Tribes* by Marion E. Gridley.

As students read the novel, keep track of places named. Then using reference maps (encyclopedias), indicate locations on blank maps, and label accordingly. Some sites are listed below.

Place Names for
THE LIGHT IN THE FOREST

Fort Pitt
Allegheny River
Forks of the Muskingum River
Waldhoning River
Yellow Creek
Carlisle
Blue Mountain
Susquehanna River
Paxton (Peshtank) Township
Lancaster County
Tuscarora River
Kittatiny Mountain
Ohio River

Major Concepts to Present
LIGHT IN THE FOREST

1. Struggles within a character are called **internal conflicts**. External conflicts are those more obvious to the reader, conflicts with other people, animals, or with outside forces.

   a. What is True Son's internal conflict? Give examples from the story and how does he deal or resolve this inner conflict—if you believe he does.

   b. There are external conflicts in this story also. What do you consider to be a major conflict? Discuss how it is dealt with in the story. Examples may help.

2. What would you consider to be the **most significant** events or incidents that form the plot of this story? Please **list** in chronological order and in complete sentences at least 10 events taken from the story.

3. Explain or discuss the most intense, suspenseful, or exciting actions in this story. Tell why you have told about it.

4. Discuss the **tone or mood** of the story. How is the author successful in establishing a tone? How do you believe the author sways the reader and perhaps reveals his own feelings? What do you perceive these feelings to be?

5. We see most of this story, it seems, through the eyes of True Son. Give a **point-of-view** from the standpoint of the white parents.

6. By what the author **tells** you and by what you can assume by the thoughts and actions, give a thorough **character sketch** of True Son. Emphasize in detail why at the end of the story he was like a "man without a country."

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Sample Questions for Checking of Comprehension

Name _____ Date _____

The Light in the Forest

Pages 1-22, Chapters 1-4

1. Why was True Son being sent to the whites?

2. Why did True Son plan to eat the fruit of the May apple?

3. Summarize the messages Half Moon delivered to True Son from father.

Name _____ Date _____

The Light in the Forest

Pages 23-46, Chapters 5-7

1. How did True Son compare his white father and his Indian father?

2. Why did Del Hardy accompany True Son to the home of his white family?

3. Why was True Son horrified to learn that the "Peshtank (Paxton) Boys" were his relatives?

Name _____ Date _____

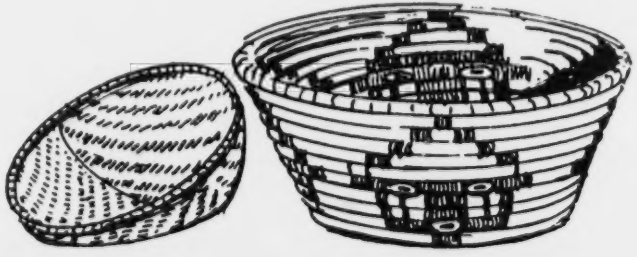
The Light in the Forest

Pages 47-64, Chapters 8-9

1. Why did True Son's visit to the slave basket maker give him hope?

2. When True Son set off for Stony Mountain, who did he take with him?

3. Why is Myra Butler not well?



Name _____ Date _____

The Light in the Forest

Pages 65-82, Chapters 10-11

1. What news did Parson Elder's son bring to Harry Butler?

2. What event roused True Son from his bed?

3. How did True Son and Half Moon try to avenge the scalping of Little Crane?

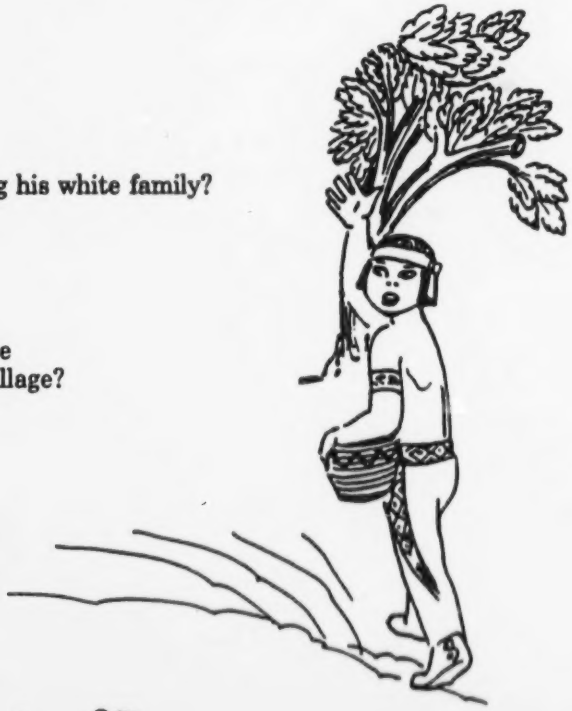
Name _____ Date _____

The Light in the Forest

Pages 83-98, Chapters 12-13

1. Did True Son have any regrets on leaving his white family?

2. How did True Son and Half Moon get the canoe they used to travel back to their village?



Name _____ Date

The Light In the Forest

Pages 99-117, Chapters 14-15

1. How did True Son know that the white men traveling with Thitpan had come into contact with whites?

2. Why did True Son tell the whites about the ambush?

3. What did Cuyloga say to the men to save True Son from burning?

Activity:	Map location of Indian novel, *The Light in the Forest.*
Social Studies Proficiency Indicator:	Identify, describe, and evaluate the influence of geographic factors on national development.
Materials:	Novel, *The Light in the Forest* - one copy per student. Blank maps of location (New Jersey, Pennsylvania, New York, and Ohio area) - one map per student. Paper, pencils, and maps.
Directions:	Read novel. Construct a map of geographic place names that occur in the plot. Locate places (states, rivers, mountains, countries, cities, forts, etc.) on map.

Activity: Archeological Dig.

Students pretend they have landed on Earth as aliens in the year 3012 A.D. There are no longer humans living here. From their dig they will draw conclusions about earthlings.

Language Arts Proficiency Indicator: Write summaries and reports of situation.

Materials: Five or six boxes filled with dirt and four objects placed in each.

Directions: Divide class into 5-6 teams.

Using spoons each team digs at their site until they locate the four objects. (Place dirt on newspaper).

Bury objects in Indian Village or on school site.

After locating the objects, the students pretend these objects have never been seen by them before. They write a list of conclusions they might make about the people (culture) from the artifacts. (See example.)

Share with larger group.

Students write stories using their conclusions about humans.

BOX OBJECTS

A. nickel
torn page from the Bible
bic pen
little ball

B. lock of hair
chicken bone
plastic fork
plastic bag

C. pencil
beer can (empty)
pampers (one)
seeds wrapped up in plastic

D. Chinese proverb from inside a fortune cookie
toothpick
screw
watch

E. torn page from newspaper
paper clip
light bulb
empty medical vial

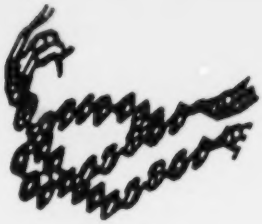
F. earring
balloon
plastic straw
a photograph

EXAMPLE

These are conclusions drawn from group C.

1. They had a written language from print on can.
2. They could make plastic-metal from raw products—knew chemistry.
3. Drank from cans.
4. Carried seeds around with them.
5. Used lead for writing.
6. Planted purposely for harvesting.
7. Plant eaters.
8. Made mistakes—end of pencil for correcting.
9. What were fancy waterproof cloth containers used for?

Activity: Artifacts are clues to the lifestyles of a culture.



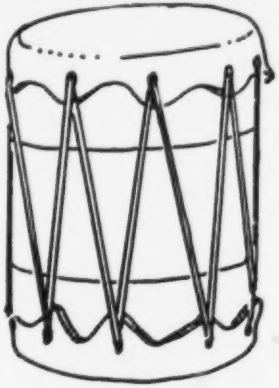
Language Arts Proficiency Indicator: Problem Solving/Predicting.

Materials: Several antique items students are not familiar with, i.e., cherry stones.

Directions: Show items to the class. Divide class into groups. The groups decide how the items were used by guessing or making up theories, then the entire class discuss the theories.

List of Possible Artifacts:

1. Arrowhead
2. Drums
3. Necklaces
4. Beads
5. Feathers
6. Pipes
7. Deer Antlers
8. Stone Hammers



Activity:	'Change' Speeches/Cultures are constantly in change or flux.
Language Arts Proficiency Indicator:	Use accepted conventions of standard English usage in speaking situations.
Materials:	Listed below.
Directions:	Students select a 'change' topic from list. Prepare a two minute speech on that topic. Students give a brief speech. Note unacceptable usage. Discuss at end of all speeches gross errors.

CHANGE LIST

change diapers	change tires	change direction
change jobs	change friends	change clothes
time change	change attitudes	change defenses/offenses
change diets	change the bed	change of seasons
change location	change names	others acceptable

change cultures—What might change if one left the Indian reservation and joined the larger American culture? Other way around?

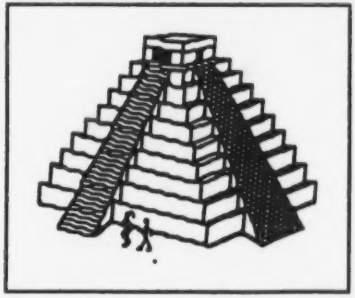
Activity: Research Project.

Language Arts Proficiency Indicator: Write summaries and reports. Use language to explore new ideas and relationships.

Materials: Resource Books.

Directions: Choose an Indian topic or a tribe to research. Brainstorm Indian ideas to research.

Make a list of books, papers, etc. that were to be used for research.



Choose two topics that seem to be of interest. Check the library and resource books available to see if your interest holds and if there are resources available for research.

Choose one topic to do an indepth study—read and take notes on topic and make a list of your resources.

Mind map all the facts you find about your topic that would be interesting for the class to know.

Plan a three dimensional presentation teaching the facts about topics.

Student Presentations

Presentation: Time set and practice.

Eye contact.

Be prepared for questions.

Include core knowledge about topic in presentation.

Activity: Identifying Indian Clothing.

History Proficiency Indicator: Identify, evaluate, and utilize appropriate reference materials and data sources. Read and observe to predict, to seek answers, and to analyze points of view.

Record sources of information and develop note taking and outlining systems.

Role play individuals in historical situations.

Examine, interpret, and apply information from polls, tables, graphs, and charts.

Prepare original written and oral reports and presentations.

Work cooperatively to prepare reports and presentations.

Materials: Novel, *The Light in the Forest,* poster board, markers, and an encyclopedia.

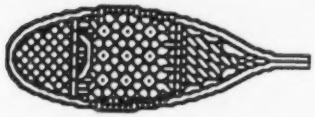
Directions: Read novel, *The Light in the Forest.*

List items of clothing described in the plot. Brainstorm in groups.

Use encyclopedia or other reference books to identify these items of clothing.

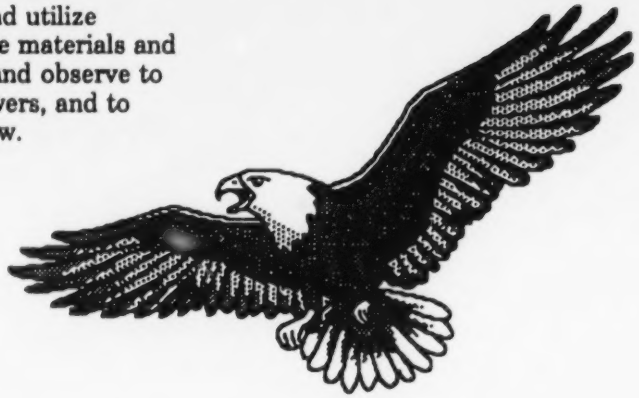
Make a poster with a picture of each item and a label/description to identify these items.

Design or collect samples of this clothing and wear it.



Activity: Create "Trivial Pursuit" game on famous Indians.

History Proficiency Indicator: Identify, evaluate, and utilize appropriate reference materials and data sources. Read and observe to predict, to seek answers, and to analyze points of view.



Record sources of information and develop note taking and outlining systems.

Role play individuals in historical situations.

Examine, interpret, and apply information from polls, tables, graphs, and charts.

Prepare original written and oral reports and presentations.

Work cooperatively to prepare reports and presentations.

Materials: Biographies on famous Indians, encyclopedia entries, or other biographies.

Directions: Have each student read one Indian biography and write a comprehensive summary of the important and interesting information.

After summaries have been evaluated for content, have each student write five questions based on his/her summary. Duplicate two copies of each summary.

Have students volunteer to read summaries on two Indians in addition to their own.

Distribute summaries to students for reading.

Once students have had ample time to read and study the summaries, conduct a "Trivial Pursuit" game in class using the questions previously submitted.

Prepare a FACT SHEET which lists 100-200 important facts about Indians. Have students break into study groups (three to five per group) to study fact sheet.

Activity:	Tribal Study.
History Proficiency Indicator:	Identify and examine the contributions of Native American societies and culture throughout the development of the United States.
Materials:	Resource Books.
Directions:	Divide the room into tribes of children four to five in a tribe. Assign an Indian tribe for each group to research, or children can choose their own. Tribe conducts research about tribe and arrives at a list of ten facts to teach about their Indian tribe. Two days—Build an Indian reservation including all the facts the tribe wants to teach. Have a class travel from reservation to reservation to study the facts.
Extension:	Other rooms could come in for instruction. Design an Indian village on the school site (O. J. Neighbours Elementary, Wabash, IN, has one).

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Activity: For three to four days create an original Indian motif and symbol. (Whittle/carve a totem pole.)

Arts Proficiency Indicator:

Apply the art elements; line, color, texture, shape, and form. Apply the principles of art; balance, rhythm, movement, etc.

Apply selected media for the motif or symbol.

Materials: Drawing paper, pencil, eraser, tempra paint, a paint brush, wood, and knives.

Directions: Create several practice drawings of motifs or symbols; different ones.

Select the best practice drawings.

Redraw the motif or symbol on paper to be painted.

Select colors to be used.

Paint the motif or symbol.

Label the motif—which Indian culture it came from.

Place on display with other Indian artifacts in school or Indian village.

Activity:	Research Projects.
Language Arts/ History Proficiency Indicator:	Write reports, e.g., book reports, technical reports for science, research reports for studies.

Use language to discover and/or convey meaning.

- Use writing and speaking to express ideas and clarify meaning.
- Use language to solve problems.

See relationships between what they read and what they previously have read, learned, or experienced.

- Compare different presentations of the same subject or theme.
- Recognize and discuss ways in which literature mirrors life and reflects human values, motives, and conflicts.

Materials:

List of possible topics:

Sequoyah	Navajo
Sitting Bull	Hopi
Little Turtle	Zuni
Blue Jacket	Digger
Sacajawea	Creek
Geronimo	Choctaw
Sioux	Seminole
Cheyenne	Mohawk
Plains	Seneca
Soshoni	Delaware
Cherokee	Miami
Shawnee	Indian dwellings
Present day reservations	Indian food/agriculture
Indian/white man relationships, battles	Medicine men

Research Resources:
Library (books, magazines, pamphlets, filmstrips)
Parents
Minnetrista Cultural Center
Ball State University Library
Public Library
Bureau of Indian Affairs, Department of Interior, Washington, D.C. 26240

Activity: Indian Art (Sand Painting).

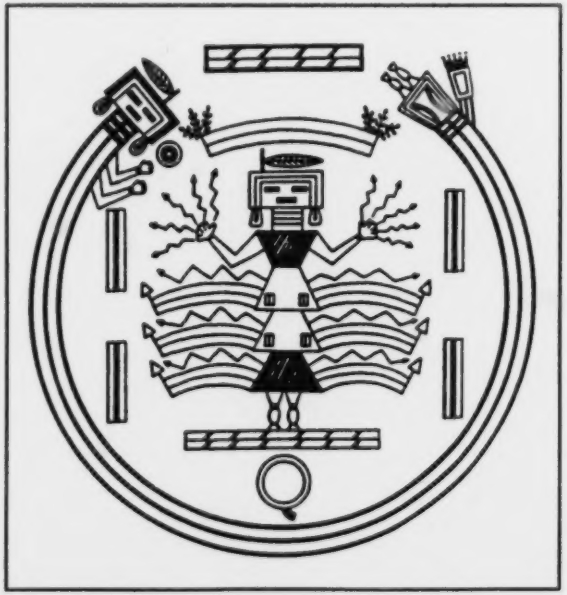
Arts Proficiency Indicator: Apply the art elements; line, color, texture, shape, and form.

Materials: Sawdust—you may get this at your local lumber center and wood blocks (from scraps).

Directions: Mix powdered tempra with sawdust in coffee cans to desired color.

Wood blocks for each student.

Students put glue on wood block and sprinkle colored sawdust on glue. This makes a beautiful Indian sand painting.



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Activity:	Writing.
Language Arts Proficiency Indicator:	Write from different points of view.
Directions:	Compare the energy and conservation used by native Americans (conservation, preservation, recycling) with present American practices. Write about encounters with the white people through the eyes of a Native American. Describe the energy sources used during this period in history. Compare and contrast this with today's energy sources. Clothing: Create a new fashion look by combining the Indian styles described with modern utility and material. Explain why it would be difficult for modern Americans to live the same way native Americans lived.

Activity: Writing.

Language Arts Proficiency Indicator: Write from different points of view.

Directions: Write an Indian myth explaining something in creation.

Make sure you have:

a. created the god or goddess

b. explained a scientific principle

c. used a simple act of man

Activity: Writing.

Language Arts Proficiency Indicator: Write from different points of view.

Directions: Write or compose a story describing an experience or something imagined.

a. Tell a story about a great hunt.

b. Compose a song about an experience from nature.

c. Imagine an adventure that only a brave warrior could accomplish.

d. Role play this adventure in an Indian village.

e. Pretend you are an eagle and describe in writing, music, or art what you see in flight. Share this experience in the Indian village.

f. Write an Indian play about an encounter with the first whites to visit their land.

g. Write a poem about an Indian child, chief, squaw, brave, etc.

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Activity: Writing.

Language Arts Proficiency Indicator: Write from different points of view.

Directions: In groups, write an Indian adventure story, or an Indian adventure play. Describe a typical day of an Indian squaw, chief, medicine man, or warrior.

Extensions: Read stories or act out plays in Indian village or on school site.

Activity: Writing.

Language Arts Proficiency Indicator: Write from different points of view.

Directions: Make up a poem about an Indian baby, child, warrior, chief, squaw, etc. Students can work in groups and write a story using picture symbols. Create the picture graphs on brown paper resembling deer skin.

Activity: Race with stones in apron.

Physical Education Proficiency Indicator: Perform with a group in front of others.

Materials: Stones and aprons.

Directions: Divide class into 2 teams.

Students race with rocks in an apron to a destination—return to the team.

Take off apron.

New relay member puts on apron and rocks.

Repeats the same as other team mate.

The team to finish first wins.

Note: Each day, young boys ran to the top of a hill with their mouths filled with water, spitting the water near the feet of an old man who monitored this early morning ritual. If the boy swallowed the water, he

was required to repeat the exercise. Elders felt that young boys should learn discipline by accomplishing arduous tasks without water. Girls ran to the top of a hill with stones in their pubic aprons, dropping stones near an old women who supervised this daily activity. Dropping the stones in a prescribed manner was symbolic of the early and successful delivery of a child after marriage.

Colville Field Notes, J.A. Ross, (1966).

Activity: Physical Activity.

Read paragraph below/discuss and design posters.

Physical Education Proficiency Indicator: Develop an appreciation of other cultures through sports/games.

Materials: Copy of paragraph for each student.

Directions: Read paragraph.

Discuss the role of physical activity in preparing the Indian child for inculturation.

Discuss ancient cultures and list games associated with them.

Divide into groups and design posters.

Note: Unfortunately, the nature of leisure activities, games, and athletic contests have changed dramatically since the aboriginal period because of deculturation and the effects that white culture has wrought upon Indian cultures. Perhaps the most devastating aspect of this culture change, one that drastically altered attitudes towards leisure, was the

introduction and enforcement of the Western philosophy of the work ethic and concept of regulated time. These notions were the antithesis of the Indians Weltanschauung, for as hunters and gatherers they possessed a lifestyle that provided considerable leisure time, particularly for the extended family. Increments of hours, days, and weeks did not exist. Missionaries and certain government agencies believed that the Indians' enlightenment and ultimate conversion to the world of agriculture and industry, required a strict adherence to a regulated time and work schedule. The games that allowed for interaction, affirmation, and cohesion among these people gave way to a white man's activities.

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Activity:	Skinning the cat.
Physical Education Proficiency Indicator:	Use the fundamental motion skills. Recognize basic principles of exercise physiology and conditioning and their relationship to personal physical fitness.
Materials:	Stick.
Directions:	Students jump forward and backward over a stout stick held on each end by the jumper's hands.
Note:	Children and adults tested their abilities with a game similar to "skinning the cat" by jumping forward and backward over a stout stick held on each end by jumper's hands.

Ray, V. (1933), The Sanpoil and Nespelem, Seattle, The University of Washington Press.

THE INDIAN JEWELRY STAND

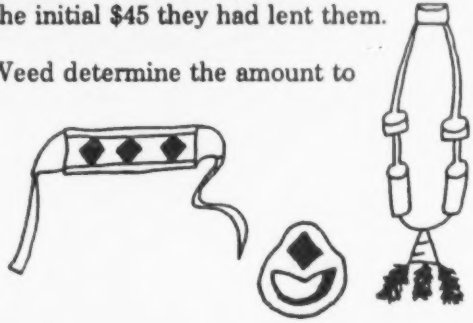
Two Indian children, Little Hawk and Night Weed needed $200 for summer camp at the Grand Canyon. Their parents agreed to let them go, but they were unable to give them any money. They did suggest, however, that the children could possibly earn enough money if they used what talent they had in making jewelry. The children were excited to learn that not all hope was lost. They quickly began thinking of a strategy to earn the $200.

First, they wrote down the different jewelry items they knew how to make: necklace, bracelet, and ring. Then, they calculated the cost to make each different item. Once they knew how much the matherials were going to cost, they then had to decide a selling price. They knew if they charged too much, the items would sell slowly or worse yet, not at all, and they would not have the money for camp in time. They also knew that if they did not charge enough, they would not make the $200 or possibly, not be able to pay their parents back for the initial $45 they had lent them.

Using the data below, help Little Hawk and Night Weed determine the amount to charge for each piece of jewelry.

DATA: 10 days until camp

Necklaces cost $1.00 to make.
Bracelets cost $ .75 to make.
Rings cost $ .50 to make.



They have enough supplies to make 20 of each item.

It will take 3 days to make all 60 items; therefore, they will not be able to open the stand until the fourth day.

The number of each item sold per day will be based on the selling cost. The following chart will show estimates of predicted sales.

	selling price	number sold per day
Necklaces	$ 4.50 $ 6.00 $ 8.50	4 3 2
Bracelets	$ 3.00 $ 4.00 $ 5.00	5 3 1
Rings	$ 1.50 $ 2.00 $ 2.50	10 8 4

SOLUTION FOR THE INDIAN JEWELRY STAND

		Number of items sold						
	selling price	day 1	day 2	day 3	day 4	day 5	day 6	day 7
Necklaces	$6.00	3	3	3	3	3	3	2
Total Sale: 6 (3 x 6.00) + (2 x 6.00) = $120.00								

		Number of items sold						
	selling price	day 1	day 2	day 3	day 4	day 5	day 6	day 7
Bracelets	$6.00	3	3	3	3	3	3	2
Total Sale: 6 (3 x 4.00) + (2 x 4.00) = $80.00								

		Number of items sold						
	selling price	day 1	day 2	day 3	day 4	day 5	day 6	day 7
Rings	$6.00	3	3	3	3	3	3	2
Total Sale: 5 (4 x 2.50) = $50.00								

Final Total: $120.00 + $80.00 + $50.00 = $250.00

$250.00 - $200.00 - $45.00 = $5.00
sales camp loan extra

Other solutions may be possible.

INDIAN ATTRIBUTE CHALLENGE

The following activities deal with the different attributes of Indian pieces. The Indians differ with respect to:

age: child or adult
sex: male or female
girth: thin or fat
color of clothing: red or yellow

The activities are intended to be used in groups of three or four students. Each group will need one set of Indian pieces, one set of description cards, and two loops of yarn that are 18 inches in diameter. It is advisable, that the students be given some free time to play with the materials before the activities begin.

Activity: Guess Which One is Missing.

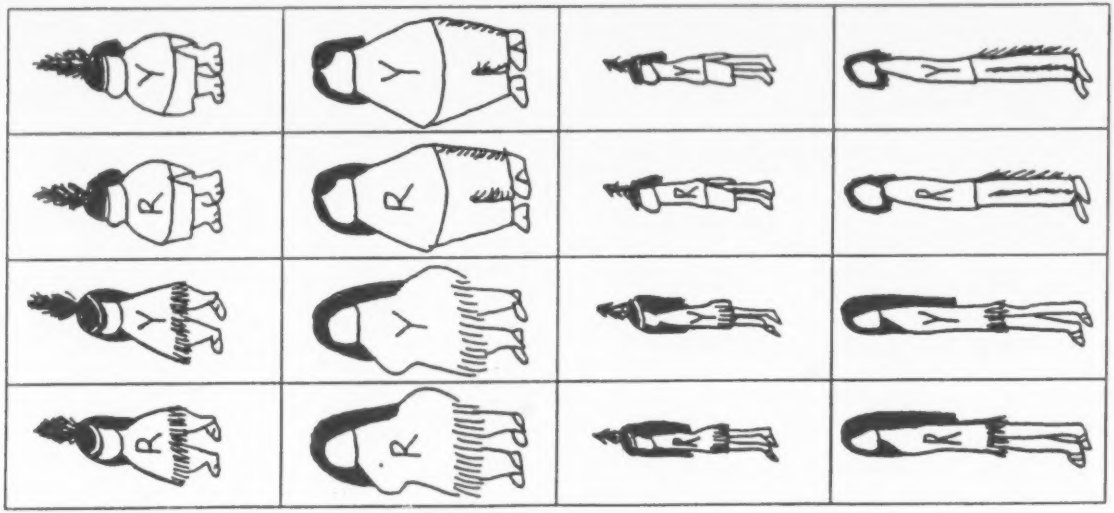
Mathematics Proficiency Indicator: Use mathematical concepts in real life situations.

Directions: Have one student place all 16 Indian pieces face up on the table. After sufficient time to study the set, have all but one student close his/her eyes. The remaining students must take one of the pieces away.

Scramble the arrangement and have the other students open their eyes and guess which piece is missing.

INDIAN PIECES

Duplicate one set for each group of students. Cut out each piece. **R** = red **Y** = yellow



Activity:	Name the Set.
Mathematics Proficiency Indicator:	Determine the number of concrete objects in a given collection.
Directions:	Place all the Indian pieces inside the loop which have a common attribute. Ask the students to find the description card that would identify the set. Have each student take a turn at making the set and finding the correct description card.

child	**adult**
male	**female**
thin	**fat**
red	**yellow**

Activity: Counting Differences.

Mathematics Proficiency Indicator: Determine when figures are congruent.

Directions: For this activity, you will need a sorting sheet for each group of students and the Indian pieces.

Have a student place one of the Indian pieces in the top rectangle of the sorting sheet. As a group, the students are to locate any Indian pieces that differ from the original piece in only one way and place them in the second rectangle on the sorting sheet. Continue this procedure until all the pieces have been placed. Choose a different starting tile and repeat this procedure.

After repeating this procedure a few times, ask the students if there appears to be a pattern developing.

SORTING SHEET
Place an Indian Piece here.
Indian pieces that are different in one way.
Indian pieces that are different in two ways.
Indian pieces that are different in three ways.
Indian pieces that are different in four ways.

Activity: Unions and Intersections.

Mathematics Proficiency Indicator: Determine lines of symmetry.

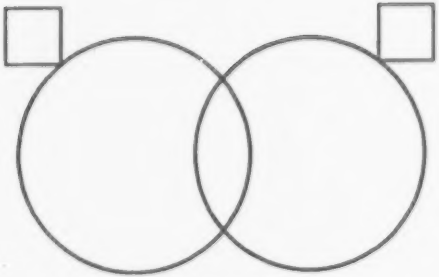
Directions: For this activity, you will need two loops of yarn, the Indian pieces, and the description cards.

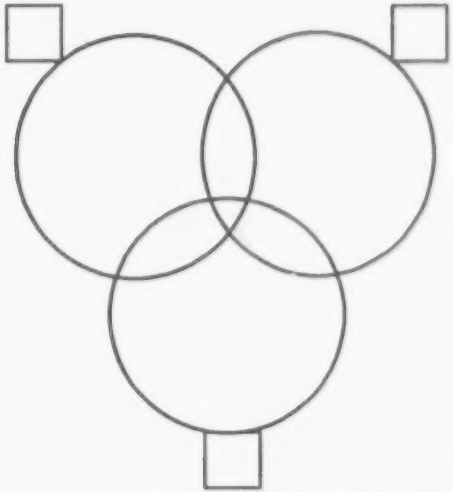
Place the two loops so that they overlap in the middle. Choose two description cards and place one on each loop. Have the groups of students place the Indian pieces in the appropriate sections of the loops.

Discuss where the intersection and the union of the sets occur, if it is appropriate for your grade level.

After continued success with two loops, a third loop can be introduced with a third description card.

UNIONS AND INTERSECTIONS





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INDIAN GEOMETRY

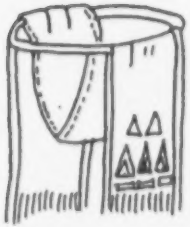
The following activities require prior knowledge or a discussion of concepts pertaining to symmetry, polygons, and other geometric shapes, and geometric patterns. The students may work in small groups or as individuals. Materials needed may vary depending on the type of project required by the teacher, but each student or group of students will need a copy of the Indian design sheet. Indian designs may also be used from textbooks or other resource books.

Activity: Where is the Geometry?

Mathematics Proficiency Indicator: Use shape, size, and position to recognize, describe, classify, and compare geometric objects.

Directions: Have the students examine the Indian design sheet and ask them to locate as many geometric shapes as they can. Students could also be asked to make up what they think the meaning of each shape could mean to the Indian.

INDIAN DESIGNS



BREECHCLOUTS

BONNET CASE

FACE PAINT

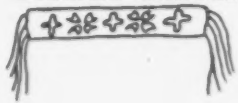
BEADED BUCKSKIN WAR SHIRT

TEPEE

APRON

WAR BONNET

BEADED GARTER



LEGGINGS

Activity:	Indian Symmetry.
Mathematics Proficiency Indicator:	Determine lines of symmetry.
Directions:	After sufficient practice of locating lines of symmetry in more simple figures, ask the students to draw lines of symmetry on the Indian design sheet. Lines of symmetry may be found in each article or they may be found in the individual designs on the articles. You may want to assign one article per group so that the students can focus on the finer details.
Activity:	Patterns, Patterns, and More Patterns.
Mathematics Proficiency Indicator:	Use shape, size, and position to recognize, describe, classify, and compare geometric objects.
Directions:	Have the students look for repeated patterns in each article. On the leggings, the bonnet case, the war shirt, and the beaded garter have the students predict how the patterns would look if they were to continue. They could also make predictions of what they think is on the hidden side of the tepee, the war bonnet, the breech-cloths, the apron, and beaded buckskin warshirt.

Activity:	Creating an Indian Design.
Mathematics Proficiency Indicator:	Determine lines of symmetry for given shapes. Make shapes.
Directions:	Have each group of student create a colorful Indian design that uses the ideas of symmetry, patterns, and geometric shapes. Then have each group write a story as to how their design represents an historic event, an Indian custom, something spiritual, or tell of how their design would be used in decorating an Indian's world. Encourage the students to be creative and original in their thinking.
Activity:	Finding area and perimeter.
Mathematics Proficiency Indicator:	Develop skills using customary units to measure length, area, volume, mass, and temperatures.
Materials:	Copies of the outline provided, one for each student. Numerous one inch squares (see sample) cut from tag board for manipulating.

STORY PROBLEM

Lone Eagle is taking a hunting party out to search for game. This is the area he and his hunters covered. They returned with much food. If the squares represent one square mile (scale 1" = 1 mile). What is the perimeter covered by this hunting party? What is the area?

Variation: Using one inch squared graph paper, have each student design an area to be measured by another student.